



Career Service Authority

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Special Education Teacher Supervisor

GENERAL STATEMENT OF CLASS DUTIES

Performs supervisory work over educational staff members, provides leadership and direction to staff, devises and evaluates performance standards for the assigned area, and develops goals and objectives for the assigned area in conjunction with departmental plans and goals.

DISTINGUISHING CHARACTERISTICS

This class performs supervisory duties over special education teachers engaged in performing a variety of educational activities for special needs and general education students. This class is distinguished from a Special Education Teacher that performs full performance work providing educational services to special needs and general education students including creating and promoting a safe learning environment, assessing the needs and abilities of the students, developing Individualized Education Plans and Personal Education Plans, and devising curriculum that meet the needs of the school population. The Special Education Teacher Supervisor is distinguished from the Social Case Worker Manager that performs management level work over a section(s) through subordinate supervisors and professional staff involved in providing social casework services to the community.

Guidelines, Difficulty and Decision Making Level:

Guidelines are in the form of stated objectives for the section, unit, function, or project.

Work assignment is generally unstructured and employee is responsible for assigning and supervising a variety of functions to achieve the objectives of the section, unit, or project. Duties performed involve weighing and evaluating factors requiring judgment, analytical ability, and problem solving.

Employee is responsible for simultaneous coordination and supervision of several functions, programs, or projects in various stages of completion.

Level of Supervision Received and Quality Review:

Under administrative supervision, the employee has personal accountability for carrying out an assigned function, program, or project within the scope of established guidelines and objectives and is expected to resolve problems that arise in the normal course of the work. Completed work is generally reviewed for soundness of judgment, conclusion, adequacy, and conformance to policy.

Interpersonal Communications and Purpose:

Contacts of a non-prescribed nature involving the negotiation and resolution of non-routine problems encountered and where exceptional degrees of discretion, judgment, and specialized knowledge are required in carrying out the programs and policies of an organization.

Level of Supervision Exercised:

Supervises two or more Special Education Teachers and other educational support staff. .

ESSENTIAL DUTIES

Performs supervisory duties over special education teachers engaged in performing a variety of educational activities for special needs and general education students including conducting assessments, developing Individual Education Programs, and devising curriculum that meet the individual needs of students.

Plans, assigns, and evaluates the work of educational staff members, provides technical expertise to staff, and establishes unit and staff work goals and objectives.

Trains special education teachers in teaching techniques and methodologies, orients workers with appropriate policies, regulations, and procedures, and ensures that work conforms to state requirements, standards, and regulations.

Builds and maintains effective relationships with community based organizations and the school district in order to exchange information, maximize available resources, and ensure that all appropriate paperwork/documentation is completed and submitted.

Ensures that staff prepares comprehensive records, reports, and documentation that complies with state standards and requirements.

Manages educational contracts and compiles and submits information for state reimbursements.

Develops or modifies work plans, methods, and procedures and determines work priorities.

Assigns and distributes work, reviews work for accuracy and completeness, and returns assignments with recommendations for proper completion.

Resolves problems encountered during daily operations and determines standards for problem resolution including escalations from clients.

Develops the performance enhancement plan, documents performance, provides performance feedback, and formally evaluates the work of employees.

Responds to formal and informal employee grievances and prepares written response.

Documents causes for disciplinary action and initiates letters of reprimand and formal recommendations for disciplinary action.

Provides work instruction and assists employees with difficult and/or unusual assignments.

Ensures all educational staff fully implements the overall Family Crisis Center program per programming policies and procedures.

Performs other related duties as assigned.

Any one position may not include all of the duties listed. However, the allocation of positions will be determined by the amount of time spent in performing the essential duties listed above.

MINIMUM QUALIFICATIONS

Competencies, Knowledges & Skills:

Education and Training – Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

Reading – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

Writing – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

Self-Management – Sets well-defined and realistic personal goals, displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner, works with minimal supervision, is motivated to achieve, and demonstrates responsible behavior.

Interpersonal Skills - Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

Oral Communication – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

Problem Solving – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

Planning and Evaluating – Organizes work, sets priorities, and determines resource requirements, determines short- or long-term goals and strategies to achieve them, coordinates with other organizations or parts of the organization to accomplish goals, and monitors progress and evaluates outcomes.

Decision Making – Makes sound, well-informed, and objective decisions, perceives the impact and implications of decisions, commits to action even in uncertain situations to accomplish program goals, and causes change.

Reasoning – Identifies rules, principles, or relationships that explain facts, data, or other information, analyzes information, and makes correct inferences or draws accurate conclusions.

Teamwork – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

Human Resources Management – Empowers staff by sharing power and authority, develops lower levels of leadership, pushing authority down and out throughout the organization, shares rewards with staff, and ensures staff is properly selected, used, appraised, developed, and are treated fairly.

Managing Diverse Workforce – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce and manages workforce diversity.

Leadership – Inspires, motivates, and guides others toward goals, coaches, mentors, and challenges staff, adapts leadership styles to various situations, and models high standards of honesty, integrity, trust, openness, and respect for individuals by applying these values daily.

Vision – Understands where the organization is headed and how to make a contribution, takes a long-term view, and recognizes opportunities to help the organization accomplish its objectives or move toward the vision.

Customer Service – Works with customers to assess needs, provide assistance, resolves problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Creative Thinking – Uses imagination to develop new insights into situations, applies innovative solutions to problems, and designs new methods where established method and procedures are inapplicable or are unavailable.

Technical Competence – Uses knowledge that is acquired through formal training and extensive on-the-job experience to perform one's job, works with, understands, and evaluates technical information related to the job, and advises others on technical issues.

Influencing/Negotiating – Persuades others to accept recommendations, cooperate, or change their behavior, works with others towards an agreement, and negotiates to find mutually acceptable solutions.

Conflict Management – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Attention to Detail – Is thorough when performing work and conscientious about attending to detail.

Flexibility – Is open to change and new information, adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles, and effectively deals with ambiguity.

Information Management – Identifies a need for and knows where or how to gather information and organizes and maintains information or information management systems.

Technology Application – Uses machines, tools, instruments, and/or equipment effectively and uses computer applications to analyze and communicate information in the appropriate format.

Stress Tolerance – Deals calmly and effectively with high stress situations.

Learning – Uses efficient learning techniques to acquire and apply new knowledge and skills and uses training, feedback, or other opportunities for self-learning and development.

Memory – Recalls information that has been presented previously.

Knowledge of supervisory theories and methods sufficient to be able to perform a variety of supervisory functions.

Ability to respond to emergency situations which may require physically subduing and restraining of students.

Physical Demands:

Eye/Hand/Foot Coordination: Performing work through using two or more.

Hearing: Perceiving the nature of sounds by the ear.

Repetitive Motions: Making frequent movements with a part of the body.

Standing: Remaining on one's feet in an upright position.

Talking: Expressing or exchanging ideas by means of spoken words.

Accommodation: Ability to adjust vision to bring objects into focus.

Depth Perception: Ability to judge distance and space relationships.

Far Acuity: Ability to see clearly at 20 feet or more.

Field or Vision: Agility to see peripherally.

Near Acuity: Ability to see clearly at 20 inches or less.

Working Environment:

Contact with high needs students/clients under wide variety of circumstances.

Exposed to unpleasant elements (accidents, injuries, and illness).

Handles emergency or crisis situations.

Subject to varying and unpredictable situations.

Education Requirement:

Master's Degree in Special Education, Education, or a related field.

Experience Requirement:

Three years of experience as a Special Education Teacher.

Licensure and/or Certification:

Possession of a Colorado Licensure as a Special Education Director or be in possession of the Temporary Teaching Eligibility (TTE) for Special Education Director upon hire. Additionally, within 3 months of employment, employees must be certified in facility approved behavior management techniques and maintain certification throughout employment.

By position, may require a driver's license by the completion of the probationary period.

CLASS DETAIL

FLSA CODE: Exempt

ESTABLISHED DATE: 12/23/2007

REVISED DATE:

ESTABLISHED BY: Patricia Anderson

CLASS HISTORY This is a new class.